CHILD STUDY

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HEADLINES

Adolescents and their "stepping out" have always been a subject of concern to parents. How much more so today when the world into which they will step is so unstable! This issue discusses the problem from several aspects—emotional, educational, and social.

★

Dr. Caroline B. Zachry, who writes the editorial, is Director of an intensive study of the adolescent being made by a Committee of the Progressive Education Association. Dr. W. Carson Ryan, Jr., of the Carnegie Foundation for the Advancement of Teaching, who writes here on problems of schooling for youth, is President of the Progressive Education Association. Floyd Dell is well known as an author of books which have dealt sympathetically with problems of adolescence: notably *Moon Calf* and *Love in the Machine Age*. Cécile Pilpel, who presents the parents' viewpoint, is Director of Study Groups of the Child Study Association where for more than thirty-five years she has worked with parents and their problems. Aline B. Auerbach is Associate Chairman of the Association's Bibliography Committee. Dr. R. H. Rulison is a practising physician and dermatologist.

★

Next month CHILD STUDY will discuss the changing needs and vicissitudes of parenthood, from pregnancy and childbirth to the time when the children go out into the world as adults: The Cycle of Parenthood. J. F.

THE PROBLEMS OF YOUTH IN THE MODERN WORLD

THE ADOLESCENT in the modern world does not escape its rigors; he is even more crucially hurt by its exaggerated insecurities than are his elders. Not so long ago the "teens" were an age of promise: the young person could look forward with confidence to proving himself a person of worth in the adult world by becoming economically independent of his parents, by doing some of the work of the world, by establishing a home of his own, and by gaining thus the respect of his peers and the affection of his family and friends. Now he can neither be sure of finding the necessary conditions for this growth, nor does he know with certainty what is expected of him.

NOW the social and economic crisis has visited its privations upon the spirit of those who have adequate food and shelter, and upon both the spirit and the body of those who do not. Few can gain their emancipation from home ties and justify themselves with jobs, for there are not enough jobs. Even the wealthy are debarred from genuine employment lest they take the opportunity from others. Without independent work there is no means of independent livelihood, no way to outgrow the parental home, no way to marry, no way to say to the world in terms which it will understand, "Look at me, I am a grown man!"

WHEN the older adolescent is compelled to remain in the parental home, he not only loses his opportunity to prove his worth outside. Perforce he either abides by his parents' standards or comes into vicious conflict with them. He cannot live by standards of his own or by those of his own age group.

HAVING come to the years of a man, he remains as a child in the home. Sometimes he supports his parents and still is permitted no rôle but that of immature dependence. Sometimes he takes to the road when he can stand it no longer—when he is forced back to a helpless childhood in the midst of a degrading poverty, where housing is foul and crowded, food is scarce, and the obligation to parents and siblings obtrudes itself overwhelmingly.

THAT marriage is postponed and heterosexual impulses are frustrated under these conditions goes without saying. Yet how is a young person to prove himself without his own work, without opportunity to live by his own standards, without a mate whom he can cherish before the world? What can the adolescent look to as his worth in life while ever more anxious parents put greater and greater pressure upon him to be and to do all the things which are no longer open to him?

ASKING young people to devise a new and more secure world is laying a heavy burden upon them. Asking them to find new ways in which a person is to prove his worth when old ways are no longer open is asking more than their elders have yet been able to accomplish. Yet young people are intellectually ready and emotionally eager to have their fresh energies enlisted in just these tasks. In this effort to build a more secure world and to establish new patterns of worth, they may find the purpose which they seek and a genuine value in living.

Caroline B. Zachry

Adolescent Drives and Parental Anxieties

By CÉCILE PILPEL

ANTHROPOLOGISTS and psychologists are still collecting data on the question of whether adolescent behavior is determined solely by the physiological changes of puberty or whether it represents to a large degree a reflection of the pressures of our particular pattern of civilization. Parents who do not live in Samoa, and who are perhaps not particularly enamored of the Samoan type of civilization, are forced to accept the fact that adolescence is a period of stress and strain for them and their children here and now. This acceptance is necessarily associated with considerable anxiety. Just why are parents anxious, and what are they anxious about? How do these anxieties affect the adolescent? These are basic questions. In the consideration of them we may find hopeful elements or at least a promising road of approach to the solution of some of the difficulties.

Parental concern about adolescent children ranges anywhere from the sublime to the ridiculous, or rather anywhere from the intelligent, balanced emotional concern about the adolescent's place in our present-day society, to absurd struggles over whether it is right for a fifteen-year-old girl to wear high-heeled shoes. It seems reasonably safe, however, to say that some of the problems which arise between parents and young people are inherent in the relation between maturity and adolescence in any complex society.

In his growing, the adolescent reflects the variety of life and thought of his environment, both social and economic. He cannot be objective nor experienced enough to evaluate the pros and cons of the forces at work and the goals for which we may head. He is impatient and wants to cut the Gordian knot. He is optimistic because of his youth and strength and because he lives in the present without historic perspective. This is his strength and his weakness, and it has been exemplified through the ages.

Not so long ago Darwin's concept of evolution sailed like a comet through our world. It directed the thinking of the adult, mature mind to a reconsideration of its metaphysics; it made the adolescent of that period leap into a complete, uncritical, rejection of the accepted in religion. When another generation of adults started to play with the idea of the right of the individual to self-expression, in reaction to Victorian self-sacrifice and repression, the adolescent took for his motto "nothing but self-expression."

When, more recently, adult thinking and action were directed toward a Freudian reorientation of man in accordance with his primitive needs and drives, the more thoughtful of those influenced by this trend of thought also recognized the necessity for an integration between these needs and the demands of society. But the conduct which it called forth in the adolescent was often crude, callous, and irresponsible.

Today, when the adult is disturbed about the effects of sweeping economic changes on the practices of democratic forms of government, the adolescent tends to leap at once to a radical solution of the problems in the form of social revolution.

The trend of these adolescent reactions seems to be determined mainly by two elements. The first is the fact that youth cannot take into consideration what it has not yet experienced. This fact is a constant which will never change, any more than the relative size of the infant and grown man will change. Along with this is another constant—the energy and enthusiasm which naturally impel youth to be impatient of thought that does not lead directly to action. The gap thus created between adolescence and maturity has been rather poignantly expressed in the old French saying:

"Si jeunesse savait; si vieillesse pouvait!"

("If only youth did not lack the knowledge we need, and old age the power!")

Insecure Adults

What do parents bring to this situation? To judge by our own experience and that of the parents with whom we come into contact, we bring a multitude of fears, all the greater because diffuse, which make for a state of general anxiety. To a certain extent, this anxiety is determined not by the parents' relation to the adolescent children but by the parents' own

emotional problems. Part of the general anxiety may be due in particular to an emotional insecurity arising from disharmony in the marital relationship. There is every reason for parents to be concerned about their adolescent children where such disharmony exists, because investigation confirms what one would expect—that adolescents in serious difficulty come predominantly from such backgrounds.

An emotional factor bearing a somewhat closer relation to the individual adolescent himself, and likewise tending to cause friction in the parent-adolescent relationship, is the parental image of the kind of child they want for themselves. This image very often has no relation whatsoever to the probabilities of heredity, has no relation whatsoever to reason. The fact that the influence of the image is usually unconscious tends to make the results even more devastating. We have a dream child and see all departures from his picture as abnormalities, instead of what they usually are—the normal expressions of the real child. Consequently, we view these departures with undue alarm.

Afraid to Be Parents

The anxiety of parents is manifested in many ways. Often it shows itself as a fear of taking any definite position regarding the adolescent's choice of work, vocation, or profession because of the possible accusation in later life of having interfered with the self-realization of the child. This particular anxiety has probably been expressed in the earlier training of the child, in mistaken procedures due to fear of limiting him in self-dependence and self-expression.

Again, anxiety often shows itself in a great reluctance on the part of the parent to interfere in the marriage choices of their children. The relatively greater ease of getting a divorce today tends to give to marriage somewhat less finality than it formerly had, but chiefly, it is fear of taking responsibility that prevents intervention on the part of the parent, even when the son or daughter may be making a serious mistake.

The larger and more important goals of work and marriage toward which the adolescent is moving constitute the background against which minor matters of adolescent freedom or restraint are often fought out, though neither parent nor adolescent is necessarily aware of this fact. For instance, the real reason why we may be concerned about the adolescent boy's need for amusement, for contact with the other sex, is often that we are thinking of the eventual serious business of his making a living. So there is much discussion about late hours and gadding about. If our boys choose their friends from the wrong set, we fear this will interfere with their future standing and possible success.

Many parents, also, are either unwilling to face their fears or are not quite conscious of them in relation to freedom for the adolescent girl. On direct questioning, however, some of them admit that they object to their daughters' unchaperoned outings with boys because of the possibility of sexual mishaps. This fear is tied up with the idea of a possible loss of reputation and consequent spoiling of good marriage chances. An impasse is created because these very parents are at the same time afraid that if they impose restrictions their daughters will not be popular, will not have a good time, and will not find husbands. Never being quite certain of their rôle as parents, they waver continuously between indulgence and restriction.

Bewildered Children

Such are some of our quandaries, and we may be sure that these difficulties are reflected in our young people themselves. How do our attitudes affect and impress them? Undoubtedly, if the adolescents worry us, we are not a source of unmitigated pleasure to them either. Often it must seem to them that we deny and repress merely because we ourselves no longer derive much satisfaction and pleasure from living. While they do not develop any anxiety for us, they may be storing up considerable hostility because of our denial of the joyousness of life as they see it. Even if this denial is not vocally expressed, we may seem to them to be continuously putting obstacles in the way of their finding out about life with a capital L.

They find us wanting long before they have achieved sufficient stability to feel secure in themselves, before they have successfully established their own codes. Also they find very trying the way in which we tend to shuttle back and forth between two opposite attitudes on important questions. For instance, we give them the freedom of living their college life away from home, and at once exact promises of frequent bulletins to assure us of their state of health. Again, though we think we are ever so subtle, we do inquire into their particular relationship to a particular member of the other sex when the mere mention of the matter may put an undue emphasis on either an ephemeral or a painful situation.

We undertake or even offer to assume economic responsibility for them during a period of training which will defer their own earning capacity for some time, and then we make this situation difficult for them by an inability to be gracious in carrying the responsibility. These ambivalent attitudes indicate our own inner conflicts and tend in themselves to create a vague general anxiety within us. But the adolescent feels only that he cannot count upon us, as, despite his declarations of independence, he would still sometimes wish to do.

In all this array of recriminations is there no room left for a satisfying and joyous relationship between adolescent and adult? If these stresses and strains between parents and children comprised the whole picture, doubtless we would have given up the game long ago. The only excuse for setting up such a catalogue of fears and accusations lies in the possibility they offer for a clearer view of these relationships and changes for the better that we might accomplish.

Limitations of Knowledge

There was a time, which perhaps we shall someday call the near-golden-era, when we were shown the promised land as a fusion of mental health with physical health. We had seen the slow but steady conquests in the field of medicine, and despite the wide regions still to be conquered, it seemed that a new science had already brought the possibility of complete emotional health practically within our grasp. Evidently we were making the common mistake of looking for miracles. Our exaggerated valuation of the possibilities inherent in mental hygiene brought its best results, and also its greatest disappointments, in relation to the periods of early childhood on the one hand, and adolescence on the other. We believed that the emotions of the child could be easily understood and clearly guided. We failed to reckon with the unknown and perhaps unknowable predispositions of a given child.

We are advancing, but the path for the loving and conscientious parent is still a difficult one. Somehow, fortunately, we seem to be given a little respite during the so-called "latent" years of the child, during which he and the parent seem to go their separate ways. The child is old enough to be on his own for the things he chooses to do, and has as yet no desire to do the impossible. He is freer, therefore, from a sense of restraint than is the little child, and we are free of him, as it were, because he does not need us so much as he did and is therefore less irked by us. But with adolescence comes the emergence into the semi-adult world, and greater demands made in school and home. There is the expectation on both sides that childish ways will be scrapped, and that behavior and achievement will rise to higher levels. If we have been indulgent and have created patterns of easy satisfaction, both parents and child will have to pay the piper. If we have been too rigid during early childhood, we may expect either a cowed or a rebellious youth.

We had thought that this new tool, psychological insight, would smooth the way for the adolescent and ourselves. We are now realizing, I think, that the little child and the adolescent offer for our inspection and study only that part of themselves which, like the iceberg, appears above the water. We can, if we are experts, or with the help of experts, approximate the size of the submerged part, but since we are confronted with human material and not water formations, we have not, at the present time at least, a key to the multifarious composition of strength and weakness of which this submerged part is composed.

What then, are we to do? Thomas J. McCormack offers help in one direction—that of a mental technique which will enable us to maintain some degree of empathy with the adolescent as such, irrespective of any particular situation in which he may happen to find himself. McCormack says, in *Our Children* —Character in Adolescence:

"Living over again in retrospective imagination our own adolescent lives would seem to be the most effective preparation for understanding adolescents. In this imaginative recovery of our forgotten youth we should dwell hard and fully on all its incidents, not omit the least repulsive or uncomplimentary detail, but look at ourselves nakedly and unblushingly as we looked at ourselves when we reveled in the glorious unafraid animality of early adolescence. All knowledge of other persons is an inference from knowledge of ourselves; we are not the same as other people, but we are like them."

The Challenge of a Changing World

We may also still be able to derive some inner help from the faith in life and in people (at least as individuals) which was implied in our having wanted children at all. Surely, unless we have been unusually unfortunate, we shall not find this faith entirely unjustified. Such a faith has a rude foe, however, in the economic upheaval of the present

(*Continued on page 219*)

The Adolescent and His Schooling

By W. CARSON RYAN, Jr.

"I HAVE approved H. R. 12120," wrote President Roosevelt in signing the George Deen Act last June, "because of my deep interest in providing our young people with adequate opportunities for vocational training. It seems to me advisable, however, before the act goes into effect on July 1, 1937, that a disinterested group review its provisions in relation to the experience of the Government under the existing program of Federal aid for vocational education, and the relation of such training to general education and to prevailing economic and social conditions."

The question mark in the President's mind is symbolic of the questioning attitude all of us are taking just now with regard to the educational program of youth—not necessarily because we doubt the desirability of some of the things that have been done but because of the real need that is felt for more certain knowledge, if it is at all possible to have it, of the way in which we are going. Vocational education is only one of a number of factors in the situation, but it is a very important one, and one that happens to be undergoing a very thorough study by the President's special committee.

Education for All

Quantitatively we are in a position to say in the United States that we are actually providing education for a comparatively large proportion of the young people from sixteen to twenty-five. The numbers are startling, especially with respect to the public high school. I recall walking down Pennsylvania Avenue in Washington, D. C., in 1913, in the company of Dr. P. P. Claxton, then United States Commissioner of Education, on the way to a meeting of state superintendents of schools. "Do you know," said the commissioner, "we now have a million boys and girls in high school!" The numbers have been multiplied many times since then, and present figures indicate that from one-half to three-fourths of the boys and girls that we used to describe as "of high school age" (up to eighteen) are in some kind of a school. Moreover, they are continuing in school—the United States Office of Education says this year's seniors constitute about two-thirds of the total number of boys and girls who entered the senior high school or a corresponding level four years ago.

Even in the light of these figures, however, no one would claim for a moment that the *provision* of educational facilities for all youth has really been achieved. Millions of young people are securing no training whatsoever, and the favorable statistics we cite for the nation as a whole are made possible by averaging the almost complete provision of facilities in some areas with very meager facilities in others. Furthermore, if secondary education be thought of in terms of the more usual academic program, we know from Dr. W. S. Learned's Pennsylvania study that there are in every state many thousands of high school graduates of superior abilities who have no further opportunity for education beyond the secondary school.

Numbers and the Individual

One of our most important advances, and also one of our greatest difficulties, is that we are beginning to think of these millions of boys and girls not merely as chronological adolescents—not just as creatures of an in-between age—but as individual human beings.

When I say individual I mean individual!—not just different in a score on Scholastic Aptitudes Tests or in reading rate but individual in everything that goes into living—emotional stability, opportunities for experiencing, outlook on life, healthfulness, ability to get along with people, artistic skill, and interests—in fact anything you can name. Mr. Lawrence K. Frank remarked last year how strange it was that this highly significant principle of individual differences has so far been recognized almost exclusively in the narrow realm of "intelligence" and the conventional school subjects and scarcely at all in the fundamental aspects of living.

It is an educational program for all youth that we are trying to provide in this twentieth century, but for all youth considered as individual persons, each with his needs and possibilities to be adjusted to the needs and opportunities of society. It is the failure of so many school systems to recognize this principle that complicates our situation today.

For Each in Terms of Need

We are trying very hard in America to face realistically the task of education for youth. A whole series of studies, investigations, and experiments are going on, the ultimate importance of which can hardly be overestimated—those of the American Youth Commission, the National Youth Administration, the educational work of the Civilian Conservation Corps, the various national commissions of the Progressive Education Association: the School and College Commission, the Curriculum Commission, the Commission on Human Relations, and the Committee on the Adolescent. In the efforts of all of these I think we can see a growing realization that the whole developmental program in education has to be based on a study of individual youth. The Curriculum Commission of the Progressive Education Association found at the very start that it could not function properly without knowing the real needs of boys and girls—hence the creation of Dr. Zachry's Committee on the Adolescent.

Certainly, provision of "education" of some sort is necessary for all youth, as the main business of youth, up to at least eighteen years of age, and probably beyond, with provision for educational opportunities thereafter on a voluntary basis, not only in the various types of in-service training for workers but in cultural opportunities for a lifetime. We can no longer say to a youngster that he has the choice of "going to school" or "going to work." Whatever the situation may have been in the past, and however accurate our roseate reminiscences may be with regard to it, such a choice today is hardly a realistic one. The educational opportunities furnished in the past by certain work experiences were so important that they must be conserved at all costs for modern society; but they do not just happen anywhere and everywhere in such day-by-day employment as becomes available, and in any case one has to be unusually careful to see that jobs are in any real sense educational experiences. Elimination of child labor may be delayed for a time, but it must come if America is to retain its self-respect—social advance is unthinkable without it. Vocational guidance and child labor people, however, have been saying for years that mere elimination of commercial child employment was only part of the answer—that the educational opportunity to be substituted for employment of children and youth must be of the sort that really gets hold of human beings. It cannot be the academic program of formal language, traditional mathematics, text-book history, and unrelated science —all on a time-allotment basis—that has held the stage so long in formal secondary education.

Many Kinds of Education Needed

It becomes increasingly clear that many of us are having to revise our notions as to what education is, particularly education of youth. Such terms as "high school" and "secondary education" are almost meaningless today. The term "guidance," though often very vaguely used, represents much more nearly the task society has with adolescents. We must somehow find a way of providing valuable experiences of every possible kind, involving intellectual, emotional, æsthetic, economic, and social factors (by whatever name one may call them); we must see to it that boys and girls have an opportunity to take part in these experiences under conditions that will insure that whatever abilities they have will be developed to the utmost, for their own benefit as individuals and also for the benefit of the community.

If all youth is to be served, merely repeating the ancient forms will not do. We know this, but we do not generally act on it. To hold all boys and girls up to eighteen years of age in a so-called high school and try to teach them all the old academic subjects—or even some of the revised ones—will not meet the need. To take boys into a CCC camp and give them "educational" subjects as an extra often means that the "school" staff does not understand the fundamental educational potentialities of the camp and its life, and that the "camp" staff has the usual notion of "school" as something isolated—an isolation, unfortunately, that some school leaders have fostered.

Make no mistake: I am not arguing for what some people call a "practical" education in contrast to a "theoretical" one. In one sense our greatest need in education of youth in America today is what many people would regard as the most impractical education imaginable—music, painting, sculpture, drama, the dance, and all the other real fundamentals of living that our industrialism has left out of account. Of course we need good training for the everyday economic tasks of society—but always with an eye to what is really happening and is bound to happen still more in production processes in both industry and agriculture. We need education that acquaints youth with how people live in the world, that leads them to ask honest and intelligent questions about the life and work they see around them,

that stresses the importance of human relationships in modern society. Youth needs an opportunity for genuine intellectual adventure—something far more genuine than is provided by the typical academic curriculum of our high schools.

It may be that to get this richer conception of the educational provision we may have to rid ourselves of some of the usual forms and types of educational organization. There is no sacred reason for having so large a part of organized education go on in something called a "classroom" or "a school plant" or on the "school grounds." Some other possibilities are suggested by a plan that certain California high schools are working with, under which an individual student may do all kinds of things in the region of the school or even some distance away if a careful study of his educational needs shows this to be desirable. Most of us talk about fitting the program to the individual youngster—but just try to do it if the French teacher's "time" is interfered with or the "math" class "cut"!

Two Separate Purposes

One of the weaknesses of American education at the present time is that it does not adequately distinguish between two purposes of education in a modern democratic society. These two purposes, both essential, operate in respect to the same individual. From the point of view of social welfare society needs:

(1) *To give to every individual all possible preparation for successful, wholesome living*—limited only by the resources that are available or can be made available, with the clear understanding that it is the central purpose of an ideal economic organization to utilize its resources primarily for the benefit of all rather than few.

(2) *To select most carefully and train thoroughly the individuals to carry on society's work.* Granted that society needs some workers who must be prepared over a much longer period than others, and that these workers—scientists, technicians, teachers, physicians—must be selected from those who have sufficient ability for these special tasks, it becomes the task of education to select these workers and train them.

These are two functions that may or may not be carried on in the same institution. For example, it is to the advantage of society to have the widest possible understanding of physical and mental good health and the maximum everyday practice of good habits in this field, and every effort should be made to provide education accordingly. In addition to having abundant opportunity to practice the ways of healthful living, individuals at every level of age and ability should have an opportunity to explore the sciences that underlie individual and community good health. But society has to decide (for its own protection) which of these individuals are to be allowed to serve the community as qualified practitioners. The same is true of the professional fields of education and social work, or whatever new fields may eventually supplant them in what might be called the *developmental*, the *educational* aspect of life and work. Society has the right and duty of selecting and training those who are qualified to carry out certain special functions.

Why Go to College?

Parents and young people need to have this distinction in mind when family planning is going on. We still hear people discuss the question as to whether girls should go on for "higher education" if they are going to "work" or are getting married, and there are certain conditions that appear to make these fair questions. But usually they overlook the fact that, regardless of any definite employment plans the family or the individual may have in mind, equipping a youth of either sex with the best possible resources for living an interesting and useful life is the foremost need. The real question is often not whether a boy or girl shall go to "college" but rather "for *what* further education?" There are real difficulties here, for education beyond the high school has by no means adjusted to modern social and intellectual needs. Bennington, Sarah Lawrence, Black Mountain—each in its own way tries to do something about it, but for the most part education beyond the high school has not touched the marvelous opportunities that there are to meet youth half way. Too many junior colleges are merely attempts to perpetuate the old unreal curriculum; and too many of them, at the other extreme, are merely offering everything of a so-called "professional" or sub-professional type they can think of, with little reference to the quality of the facilities they have for this teaching. Some very good "liberal arts" colleges concentrate all their illiberal courses in the first two years—the student who survives these eventually gets a superior educational opportunity. A New England college president was recently quoted as lamenting the fact that he was receiving no public high school boys. Let

him try the experiment of combining intellectually high admission requirements (but not the outworn ones institutions like his have been using) with freshman and sophomore college offerings that have a living relation to life—not just today but through the ages. Then he will get plenty of these boys for his college, eager and anxious to develop and learn under the opportunities his institution could provide.

The nation itself has a stake in this, of course, and should help finance a better education of adolescents, not only in the economic sphere as called for in the Smith-Hughes and succeeding vocational acts but in home-making, in education for family life, in a better type of education generally. Federal aid for education, to equalize opportunities between the states, is necessary, as well as the stimulation of special types of education that need to be emphasized from time to time. It is particularly encouraging that at the present moment not only is a presidential committee considering vocational education in terms of changes in our economic and social life but that a federal department of welfare is contemplated in which the schools and other social agencies will have to work together in an educational program.

To conceive of the task of educating youth, however, in terms of large units—whether national, state, or local community—should not prevent us from seeing that education must, in the last analysis, be in terms of each boy and girl as an individual human being whose maximum development is an urgent necessity for society.

The Adolescent Steps Out—and How!

By FLOYD DELL

TIMES change, and it is the fate of parents to be always a little behind them. Some years ago the crisis that rocked parental circles in America concerned adolescent petting parties. The Smiths, being the parents of a small boy and a small girl, began then to prepare themselves to face the future. They could figure on some ten years more or less in which to learn what parents should know about the psychology of adolescence. Mr. and Mrs. Smith are now ready to meet with calmness, tolerance, and sympathetic understanding—without shock or alarm—the petting problems of their tall young Tom and Mary. But do these problems arise, which they are prepared so well to meet? No, not particularly, we hear them say. The problem that has arisen is one which the Smiths have not been led to expect, and for which they are not prepared at all. It concerns not petting but politics.

Adolescent youth is going into Youth Politics in very considerable numbers in the United States, and no two parents know when it is going to happen in their family. Mary Smith, still in high school, earnestly attends peace meetings, and goes about getting signatures to petitions in behalf of Academic Freedom. Her brother Tom, also in high school, is worried about Fascism, and feels that it is up to him and Mary and their friends to make sure that It Shan't Happen Here. From Tom and Mary their surprised parents first hear about something called the American Youth Act, when they propose to hitchhike to Washington, D. C., to demand *en masse* attention from Congress and the President. No doubt Peace, Freedom, and Jobs are important, but why—Mr. and Mrs. Smith ask one another—should these children take it upon themselves to settle the nation's problems? The Smiths, of course, would not mind at all if Tom and Mary were content to sit and quietly imbibe information on current events from a weekly news-magazine. But why should Tom—and even Mary!—want to march in parades, carry banners, and defy policemen? They are so young and fragile, and policemen's clubs are so hard!

But when were our Toms and Marys duly cautious of life and limb? If it isn't one thing, it's another. Girls and boys like Mary and Tom, in the hip-flask days of not so many years ago, when these rash Youth Politics were quite undreamed of, used to drive seventy miles an hour after midnight in sheer youthful exuberance. That still goes on, of course, for the times have not changed so much as that. But there is something new in adolescent life that is going to require of parents like the Smiths all the calmness, tolerance, and sympathetic understanding that they can muster up.

Where a Word to the Wise Is Useless

The part of it that is the hardest for Mr. Smith to understand is the facile assumption of Tom that

practically everything in American life is going to be overwhelmingly changed for better or worse within a couple of years. It is no use at all for his father to try to tell Tom anything different. That is one of the things about which Tom thinks he knows better.

Here, to begin with, is an occasion for the exercise by Mr. Smith of a paternal tolerance and courtesy. Arguments seldom convince anybody, especially sons. But arguments can be used by a father to show that he accepts his son as an intellectual equal. If treated in that way, the most scornful son will begin to accept his father as an intellectual equal. And what could be fairer than that?

Then, too, Mr. Smith should realize that his son's brash statements about the future have some personal significance. When Tom speaks so dogmatically about what is going to happen to the United States, he is only telling *what has already happened to him*. The America he thought he lived in has changed into something quite new and strange.

So has Mr. Smith's America changed rather bewilderingly in the last few years. But Mr. Smith and young Tom and Mary Smith—quite typically—adjust themselves to social change in different ways. Mr. Smith, in the usual parental fashion, gives himself the reassurance he needs by emphasizing the extent to which things have, after all, remained just about as they always were. Tom and Mary did that too, as long as they could stand it, and then they went to the other extreme. They are now engaged in facing the worst. It may seem to the Smiths that their son and daughter are giving themselves unnecessary pain by taking the world's problems so seriously. But it is not for Mr. and Mrs. Smith to prescribe for Tom and Mary, who know better than anyone else what tonic medicine their young souls need.

Scorning Security

Tom and Mary live in an insecure world, and they are making their own adjustments to it. It is true, as it is often true in these cases, that their lives are fairly remote from those that have actually borne the brunt of the depression. Tom and Mary have grown up in a home where the depression has made little apparent difference in the accustomed standard of living—especially where they, the children, were concerned. Truth to tell, this appearance has been chiefly for their sake, and has been achieved only by the utmost parental effort. With unselfish devotion Mr. and Mrs. Smith have gone without many things they themselves needed, so that Tom and Mary could enjoy a few luxuries.

Having made these heroic exertions on behalf of their children's comfort, Mr. and Mrs. Smith would like them to behave as if they were comfortable and secure. All the Smiths wanted was to create a small paradise in which Tom and Mary would be carefree and happy. Of course, a year or two ago, while Tom and Mary still apparently believed that everything was perfectly hotsy-totsy, the Smiths didn't really like it. Mr. Smith used to say in a shocked voice, "Do you think I'm a millionaire?" Yet Mr. Smith is now hurt by what seems to be his parental failure to give Tom and Mary a feeling of security. And Mrs. Smith wonders if she should perhaps have been studying Marx all this time instead of Freud.

They May Be Right

Like all parents, they ask rather too much of themselves. They merely want to be God and the Universe to their children, and they can't succeed. They can just be Tom and Mary's parents. And that is really quite enough.

They can't prevent there being a strange outside world into which Tom and Mary must grow up. They can't answer all Tom's and Mary's questions—or be accepted as oracles if they try to do so. They can't, in short, tell Tom and Mary how to grow up, since growing up means growing gradually out of parental control. That process always has had its awkward and graceless aspects. But the Smiths can apply to adolescent politics the maxims they were prepared to apply to adolescent petting. They can be tolerant and sympathetic.

The adolescent conviction that the world is at this moment in the throes of death and rebirth has—not always, by any means, but quite typically—some compensations for the anxious parent. Widespread as this Youth Movement is in general, in any place it still remains a minority activity; and it leads to a scornful or serene rejection of crowd standards. It makes for social independence, and a higher than ordinary degree of self-determination and self-control.

In some respects, the problems of adolescence remain unchanged through all the periodic styles that trouble parents in decade after decade. Tom and Mary grow up, out of the home, into the world. The world has much to say about what kind of men and women it wants them to be. Tom and Mary cannot quite take Mr. and Mrs. Smith's word about that—they must interpret the world's demand by their own young minds and hearts. And how do we know but that they may be right about it?

Freedom and the Latch-Key

By ALINE B. AUERBACH

IT IS no new thing to consider adolescence as the time when young people establish themselves in the world, when they are suddenly grown up and ready to stand on their own feet. But sociologists and economists show us that under the conditions of our present civilization, adolescence for our boys and girls is unduly prolonged, and their entrance into the mature life of adults considerably delayed. Educators, recognizing the potential psychological dangers of this prolonged adolescence, have stressed again and again the need of young people to establish their independence as an essential part of their growing up.

But how does this theory of psychological need, this trend toward self-dependence that is considered so desirable and necessary for development toward an integrated maturity, work itself out in the actual lives of young people today? In this modern world of ours what are the snags that boys and girls encounter as they struggle toward their independence, and how do they run counter to the patterns and mores of their elders? In other words, what practical problems are sources of irritation and conflict in our homes?

Some months ago, a small group of boys and girls, chosen at random from among the more intelligent students of a large high school, were asked to state informally what they thought were the points on which they did not see eye to eye with their parents. Very simply and without hesitation, they brought forth the main controversial issues: late hours, the use of the family automobile, choice of friends, spending money and different standards of clothes, use of make-up, choice of reading. Obviously, these are also the subjects that repeatedly come up for discussion wherever groups of parents meet together for mutual enlightenment. The boys and girls also added a variety of interesting comments on parental attitudes, ranging from "Parents are thirty years behind the times," and "Parents ought to meet us halfway," to "Parents should take the time to show us the reasons behind their rules," and "Perhaps it is we who are selfish in our demands on the family!"

It is often when parents consider these problems of late hours and free use of the latch-key that they meet, for the first time, clear-cut evidence of their sons' and daughters' growing up. Realizing that these issues involve situations which they as parents cannot directly control, they are thrown into a mild panic because of their own lack of preparedness, and query: "When can a child be trusted with a key?" "How late shall I let him (or her) stay out?" and "Isn't it terrible that these young people never want to go home?"

The Standards of His Group

The answers, of course, depend on each family situation, on the state of maturity of the particular child, and his ability to take care of himself. How much a youngster can stand physically is something his parents can talk over with him quite objectively in relation to his personal need for rest and relaxation. On that basis, he can, and in most cases will, make reasonable decisions for himself, unless, because of other emotional drives, he is putting into the business of staying out late more than the situation itself warrants. In general, the group of which he is a part sets the standards for these things, and it is important for him to feel himself part of the group, unless for some special reason this runs counter to his individual needs or is totally incompatible with the family ideals.

If the pace of a community is really too fast and enough individuals feel it a strain, then the parents may very well get together to try to plan the more organized forms of social activities—school and club dances, for example, to be held at more reasonable hours. In a suburban town near New York a group of high school girls, sophomores and juniors for the most part, found themselves spinning dizzily in an ever-increasing whirl of social activities due to the simultaneous "rushing" of candidates for sororities, and a large school dance and other smaller affairs occurring at the same time. The mothers were disturbed by their daughters' worn-out, frazzled appearance, but realized that it would be impossible for any one family to meet the problem alone. They met together and decided to talk the matter over with sorority officials and the dancing class teacher, with the result that the hour of the regular dancing class was set forward and sorority affairs were curtailed. These changes were met with mild grumbling at first, but gradually the girls settled down to a saner routine.

At no time was there the passionate resentment or rebellion which would have sprung up if an individual mother had attempted to get her own daughter to accede to these changes.

Morality and the Clock

To many an adult, the mere fact of staying out late at night carries with it a moral (or "immoral") tone that may be completely missing in the real experience of the child, unless the adult succeeds in implanting it there. Exactly how late, in terms of the clock, a youngster stays out is not nearly as important as what he is *doing* while he is out: whether he is with friends who are alive and interesting and therefore satisfactory to him; whether he is engaging in activities for which he is psychologically and emotionally ready—be it movies, or dancing, or just sitting around, or even poker games; and whether these things, in meeting his expanding needs, help wholesomely to extend the horizons of his experience. From this point of view, it makes very little difference whether boys and girls come in at eleven or at one. If, on the other hand, parents feel that their children are *not* spending their time in desirable ways, they can try to divert them into other channels. This may mean helping them to develop friends with better interests, suggesting, perhaps, that they join a school club to strengthen some special talent, a "Y" group or a dancing class, or, more simply, by encouraging "open house" for the neighborhood. If the undesirable tendencies still persist, parents should then be prepared and unafraid to use their authority, and meet unreasonable or dangerous conduct with a definite "No."

The Question of Chaperones

When young people entertain at home, what part shall the parents play? Shall they leave the boys and girls to their own devices, and if so, can the young people take the responsibility? These are some of the questions that plague parents. In a small friendly community that I know of, some boys and girls had been invited to a party at the home of a girl of fifteen. Her mother had, of course, planned to be there, to help unobtrusively and to supervise. At the last moment, however, the father returned unexpectedly from a business trip, having made an important engagement for that evening in the nearby city, which it was important for his wife to keep with him. The mother hesitated, then decided—knowing what sort of children they were—that she would take the chance of letting them have the party alone, and went off, having first taken the precaution of telephoning the mothers of the girls to get their approval. The party went off in the best possible way; there was no "rough house" or wild pranks, they all had a good time, and the party broke up conscientiously at half-past eleven. But the next day the mother of one of the *boys* indignantly upbraided the absent mother because the party had been unchaperoned. The incident subsequently came up for discussion in a study group. It was felt that in this case the mother was probably justified in leaving the young people alone, inasmuch as they all knew one another so well; but it was agreed that in general it would be better judgment not to put so much responsibility on the young people, but to arrange to have another adult present in the house—even if she were not actually in the room—to meet any emergency or sudden wild whim which might arise in a group of adolescents.

Boy Meets Girl

Back of the discussion of late hours and parties, lurks the ever-present question of boys' and girls' desire to extend their experience in relation to one another—the whole field so aptly covered by the current phrase "boy meets girl." This problem has been discussed many times from many different points of view, and still it is the one about which parents seem the most confused and insecure. Their unwillingness to let their children have independence and the freedom to experiment is stronger here than in any other realm. Even to its simplest manifestations, such as when Sally begs for her first long dress, or Jim surprises us by taking a girl to dance to Benny Goodman's music at the Hotel Pennsylvania, some parents react with apprehension and antagonism, because these simple acts symbolize to them full entrance into an adult sex world.

Yet in actual fact, the youngsters are merely taking outward patterns which differ from those of *our* young days, but which are quite superficial and best not made too much of. What makes this field so difficult for parents is that they themselves, aware quite consciously of the real dangers that may lie ahead and stirred unconsciously by the threat of their children's growing power, are likely to react too much in terms of their own anxiety. Fortunately, the fine pioneering work that has been done in sex education has made some impression, and in many places, parents and teachers are meeting the

situation with understanding discussion of the basic biological facts. The boys and girls have been quick to respond to this straightforward approach, and many are meeting such problems as "petting" with curiosity and interest, and with considerable self-control; and with the feeling that in this realm some parents and the editors of the "advice" columns in our magazines are making too much of a fuss. In twos and threes, in the social groups, and in discussion groups, many are frankly meeting together for talk and study and play, and are achieving a fine comradeship based on understanding of one another. It is on a basis such as this that more and more young people will build up a sound honest approach to the deeper possibilities inherent in adult relationships.

Automobiles and Freedom

Both adults and adolescents have devoted much time and attention recently to the question of the use of the automobile by the young members of the family. As I see it, the problem is not acute in the large cities where buses and subways afford easy transportation for everyone. In other communities, however, in small cities, in suburbs, and in rural districts, where rich and poor alike depend today on automobiles to get them places, the question of how soon and under what circumstances young people shall drive is a pressing one. We have read a great deal of newspaper discussion of the dangers of junior driving, and some communities have met the issue with increasingly strict legal regulations, and by rigorous vigilance on the part of the inspectors who test applicants for licenses. What has *not* been given enough consideration and understanding, however, is the need that young people, boys and girls alike, feel to express their own independence and gain a vital sense of power through this means. The following spontaneous outburst of a boy just under driving age vividly expresses this urge.

"The reason that I am so 'hipped' on the subject of automobiles is that, at last, the realization of my dream of the last six years is coming true. I have often dreamed that I have been behind the wheel of a nice big car with a powerful motor, going places and doing things. The feel of an open road with nice scenery and no traffic must be wonderful. I can't wait until I get that little piece of paper that fits so nicely into your wallet. When, and if, I get it, the bonds will be broken and there will be very little of depending upon buses and watching the clock. Instead of using my bicycle I will be able to get places quicker and more safely. However, this dream will not come true at once. It will take time to learn to drive first of all, secondly, it will take time for the next three months and nine days to pass, and then last but not least, it will take a while for me to pass those things that often stop people's desire to drive, the driving examinations. Once those are passed and done, I will be a free man in more ways than one."

In meeting this problem some parents, acting in terms of their own fears and prejudices, exaggerate the dangers involved and find excuses to block their young people as long as possible. Others, influenced by the obvious fact that having a boy or girl able to drive relieves them of considerable trouble, err in allowing them to drive beyond legal hours, thus presenting a real community problem. Those who can accept driving as a normal experience encourage their boys and girls to develop the necessary skill as easily and quickly as possible, and then try to work out the details on the basis of needs as they arise.

Sharing and Responsibility

That all does not run smoothly after one is allowed to drive, and some of the possible complications that may come up are suggested in the following statement, by a slightly older boy, on "Sharing the Family Car."

"The inevitable was about to happen, namely, that I was going to get my driving license. Inevitable only in my mind, although not so in the minds of others, for I had been determined to drive for years, and every time that there was rumor of extending the driving age, I would cross the fingers on one hand, and use the others to raise up my sinking heart and hopes. The great day was preceded by numerous lectures from my elders as to when and for what I would be able to use the car. This did not dampen my spirits at the time, but after, what a burden! Of course I could use the car to do *other's* errands, and occasionally, *when* and *if* the car wasn't in use, which it almost continually was and is, I could have the car for something necessary or otherwise inaccessible, but when it came to doing my own errands, I came up against a stone wall of prejudice. The argument was that I always had walked for these things and could now, and besides it was just the idea of it. This stumped me completely, for I had thought my parents very modern, and it surprised me to find this streak of Victorianism in them.

"Another slant on 'sharing' the family car is sharing the blame, or taking all of it. This was illustrated recently when the brakes wore out, which, the car being new, shouldn't have happened, and wouldn't have, as I was told, if I had not abused them by stopping short. This came as a blow to me, because I had prided myself on my slow stops, especially after noticing how another driving member of the family made short ones. It was embarrassing to put the blame on anyone else, though, so I didn't say anything.

"This summer will put another test on this sharing business, for another driver will return to the fold, namely my brother home from college, but I've decided that if the pioneers used their feet I could too in times of necessity."

The issues of family relationships raised here are not simple to solve. Each member is reacting in terms of his own desires, not only to the immediate issues involved in this situation but also to related feelings connected with his place in the family group, feelings that have their roots far back in his experience. If the parents are wise, they can use the common problem of the car to help work out the far more fundamental

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Parents' Questions and Discussion

STUDY GROUP DEPARTMENT

Cécile Pilpel, Director—Anna W. M. Wolf, Editor

Is it inevitable that boys and girls should grow away from their parents? I have a girl fourteen and a boy sixteen. When they were youngsters, we had a frank and confidential relationship. I believe they felt that they could come to me with anything which was troubling them—their plans, their friendships, their problems. Now I am sorry to say this has changed. During the summer my daughter got letters from a boy in her class, about which she said nothing to me. Both she and her brother have long intimate conversations with their own friends and when I ask in a friendly manner what it's all about, I realize by their answers that they are being politely evasive. Where have I failed, that I should lose their trust?

It is to be expected that young people of these ages should begin to exhibit quite marked reserves where parents are concerned and I believe that you must reconcile yourself to the fact that from now on for perhaps the next ten years they will increasingly have "private lives." A large part of growing up is dominated by just this drive to have experiences of one's own, without the comment or even the knowledge of parents. It is thus that the young person tests himself and his own increasing powers. Parents will need to know that advice, comments, or even the kind of "keeping in touch" which was gladly accepted by our younger children is likely to be hotly rejected as interference in the adolescent years. Your children's reticence is not necessarily a sign that you have failed to deserve their trust, but rather that they are seeking for that independence and self direction which is a mark of sound maturing.

This is a period which is bound to be hard for parents. It may seem on the surface as though they are no longer needed. But they are needed none the less to stand by, if only to play a waiting game, reconciling themselves to perhaps only rare moments of intimacy with these strange new beings—their sons and daughters. And they will need to have faith that all which they have given them in the years which have gone before is deeply embedded in their children's personalities. Conversation and mutual experiences need not lag. Books, plays, excursions, parties, work, can still be shared, but talk about these things should become more impersonal, less didactic—a pooling of opinions rather than direct teaching. Sons and daughters should not be made to feel that their parents are trying to pump them or probe them or indirectly preach to them. You will need to realize that real intimacy may not exist again between you until they are adult men and women. This does not mean that you should completely resign your control over their doings or your obligation to be the final authority in many matters. There may be occasions on which you will still need to say a "you must" or a "you may not," but these occasions should be fewer and fewer and replaced wherever possible by decisions in the making of which the son or daughter has had a share.

My son will be graduated from high school this year and definitely doesn't want to go to college. He has not been a very good student in high school and it seems foolish to urge further schooling; yet we fear his vocational future will be jeopardized if he does not get a college degree. So far he has shown no special talents or strong preference for any particular vocation. Have you any suggestions as to our best course with him?

One would want to be sure, first, of the source of your son's feeling about college. The question of whether or not he could profit by further schooling can pretty definitely be settled by means of psychological tests; his poor scholarship at high school must not be taken as conclusive on this point, since many emotional factors might also have contributed to school failure. It may be that what he is resisting is not college but a tradition of going to college by which he feels he is being pushed. Perhaps too much has already been expected of him, even at high school, and he fears that college will be "more of the same." Does he know, for example, that there are many kinds of colleges and college courses, that there are some which stress practical, rather than academic, work? Can you give him assurance that he may choose the college and the courses for which he is best suited without incurring your disapproval—or his father's, perhaps?

If, however, you are advised that your boy is not college material, then you can see to it that he has as many opportunities as possible to find himself among the many vocations that are open to non-college men. This can be done partly through vocational courses—investigate with him now, well ahead of his graduation, what courses of this kind there are. Perhaps you can open the way for him to talk to some older men who are well informed about their own and other people's work. There are books, too, which may provide some inspiration and at least a glimpse of what kinds of work there are in the world to do. You will have to be patient while he tries out various fields. You will need to realize that many times the initiative should be yours in finding specific openings, and that at other times it may be wiser to leave him to his own experimentations. All this sampling may take as many years as college, and may prove to be just as valid education, if he approaches the quest in this spirit. The important thing will be your own and your husband's willingness to stand back of his experimenting, without pressing for quick success. With your encouragement he should be able to develop his abilities in some vocation which represents his real desires rather than—perhaps disastrously—attempting a career of your choosing.

My parents keep telling me that my children are growing up as lazy and irresponsible young people. My son is eighteen and my daughters sixteen and fourteen. It is true that outside their school work which is heavy, there is not much they must be responsible for, since the home chores are done by a maid, with some help from me. I myself am only too glad to leave them carefree as long as possible. Youth should enjoy itself and heavy responsibilities will come all too soon when they are adults. Yet my parents take such a different view of the matter that I should like to know who is right.

It is true that the past generation had somewhat sterner ideas than ours concerning the virtue of housework. It is also true that with less need and less opportunity for their effort in our homes today, our young people often come through with amazing readiness to shoulder responsibilities when a need suddenly arises. At the same time this ability and readiness to take responsibility must be thought of as a part of their education in family living. The children can understand that the home is a cooperative institution in which all members of the family derive benefit according to their needs and share responsibilities according to their abilities. If the actual chores are done by a hired person there still remain many family needs and undertakings which cannot be so delegated. The planning and shopping, errands large and small, parties or other recreation-in-common, the numerous small ways of caring for and ornamenting the home, to say nothing of those minor emergencies which call for extra effort of one kind or another—all offer opportunities for children to take responsibilities and work together for some common end. Such work does not really detract from the joyousness of youth —may in fact give it added dignity and poise. As the children grow older they should be expected to take more responsibility for the care of their own things, lightening this task for you or for the maid. Sometimes such efforts result in a saving of service costs—say over the summer when the children are not at school—and the amount saved can go toward purchasing some extra vacation treat for the whole family.

Keeping in mind that your young people are probably carrying a far heavier school load than their grandparents ever did, you can still expect certain things of them. It is not how *much* they contribute that matters but the question whether the "spirit is willing." If it is not, then it is this you must work on.

My only son is a freshman at an out-of-town college. We have asked him to write us daily—just a postal to let us know that he is well, if he has time for nothing more. He objects to this procedure as "a silly waste of time." Have we a right to ask this consideration even if it does seem silly to him?

It is natural, of course, that you should miss your son and that you should long to maintain contact with him. But may not the daily postcard system defeat its own ends? Why do you feel the need of such constant communication? Surely it is not necessary to check daily on his health and safety. If anything is seriously amiss in this sphere the college authorities will notify you, in any case. Otherwise, is there anything gained by your knowing of every slight cold and scratch, even supposing your son would mention these minor ills?

The sort of message you can hope to receive daily will not be very satisfying. It is bound to be superficial at best. Many an adolescent has reacted to a

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Readers' Slants

Each month we present some contributions of our readers who have been thinking about child training and learning through both study and experience. We, the editors, may disagree with what is said as frequently as we approve it. But in either case, we feel that the writers have a point of view which may prove stimulating to our readers. Anyone with something to say which may interest parents or teachers is cordially invited to send a contribution. In addition, we would welcome your comments on whatever appears in this column.

Mothers and Daughters

By JANET M. KNOPF

IF JANE would only stand up straight; hold her head up; not shuffle her feet; look the person she is speaking to in the eye; comb her hair more often; wash her face more thoroughly; not pin her underwear together! In short, if she would only stop being that self-conscious, careless creature which is the adolescent Jane of today, how much easier would become the life of Mrs. Average Mother. Jane has been called a member of the gawky age; the in-between age, the adolescent. How can a mother help this normal girl (who is somewhere between the ages of eleven and fifteen) to be more attractive?

An enlightened mother knows that self-consciousness is due in part to her child's developing body, which she has not as yet learned how to manage, and in part to a developing mind which does not yet feel comfortable in the new world which is opening up. She tries to have patience with her, for she knows that awkwardness and sensitiveness are to be expected, yet she longs to do something concrete to help her daughter over this difficult period of rapid growth.

Outward appearances are necessarily more obvious than those inner conflicts which psychologists write about. The physical impression that the girl makes on the world, and, therefore, that the world makes upon her in reflection, has a very real affect on her personality. If she looks attractive, people tell her so and respond to her charms. As a result, she looks even better because of the approval. If she is unattractive, she is bound to suffer rebuffs. An appealing girl is *not* necessarily the one who is born with perfect features. Many details of good grooming, ordinary cleanliness, and good taste are contributing factors to attractiveness that should be developed and encouraged by mothers of adolescent girls.

Possibly one of the most irritating of faults is the bad posture characteristic of these years. Anyone who sees mothers and daughters together will remember all too well, "Please stand up straight," "Hold your stomach in"—exhortations which usually produce irritability and stubborn resistance as the only response. For good posture is at least as much the result of a mental as of a physical state. If this young daughter of thirteen with her newly developed curves feels that she is making a favorable impression on her world, she will carry herself with greater assurance than if she is discouraged and convinced that she is unattractive. A mother who can occasionally tell her daughter that she looks as well as she possibly can look, that her clothes have the lines most flattering to her figure, that her hair is becomingly dressed, is taking at least some steps toward helping her to develop that self-assurance which should be reflected in her posture.

Mothers are often afraid of flattering their children, forgetting that nothing develops self-confidence and poise as does approval. Every girl, no matter how awkward or ungainly she is during this period, has some good points that can be "played up" by mother's approval. It may be her hair, her teeth, or her feet. Unfortunately, mothers allow themselves to fall into the use of the opposite method. An otherwise intelligent woman, in her desire to see her daughter all things that are lovely, is too often aware of her daughter's faults. These she cannot resist mentioning repeatedly, to the girl's embarrassment. It is not unusual to hear a loving mother say thoughtlessly, "You have such big feet"—"If you could only see your shape in the back"—"What am I going to do with that stomach of yours?" If she heard others making such disparaging remarks about her daughter, she would be the first to fly at their throats. However, she identifies herself so closely with the girl that she feels it is like self-criticism, and therefore permissible. For the child, however, the continuous harping on a personal defect is profoundly depressing and her mother has unconsciously added to her daughter's self-consciousness, and retarded her ability to gain poise and assurance.

The best way for a mother to help her daughter is by mentioning only her good points, at the same

time trying, in an unobtrusive way, to improve her less attractive features. If the girl's figure is at fault, the improvement may lie in exercise, in dancing, swimming, or in a properly regulated diet undertaken with tact and thoughtfulness. Or her figure may need nothing more than a softly confining girdle and properly fitting clothes.

Other defects so common among girls of this age, and often quite easy to rectify, can be seen in uneven teeth, unclear skin, and lusterless, stringy hair. It is an accepted procedure to take children to the dentist regularly and to have their teeth straightened where necessary. The latter is done almost entirely for beauty. The same mother who accepts the beauty ministrations of an orthodontist, will rely on home remedies to treat a faulty complexion. "Adolescent skin" has been a tragedy in many a girl's life and should not be dismissed as an inevitable symptom of this age. It can be greatly helped by following the advice and treatment of a medical man who specializes in just such disorders.

Hair dressing is another one of those problems that mothers meet with poor grace. Twenty-five years ago the question was, "When should Jane put her hair up?" Now the question is, "When should Jane get her first permanent?" This and most similar problems cannot be met on moral grounds, nor with the when-I-was-a-girl attitude. It should be approached from the daughter's point of view. Since the vogue is for curls, will she be happier and more attractive to her group with curls? If the verdict goes for curls, then have them done by a specialist who will preserve the charm of her extreme youth, and still give her the up-to-the-minute note she desires.

If mothers would gracefully accept each step of growth, instead of fighting it, many issues might be avoided. More important, they would keep their daughters' confidence, through sympathy and cooperation in their growing demands. Whether a girl starts wearing long stockings this season or next, a girdle now or later on, a long dance dress this winter or next, is not nearly as important as many mothers make it. When a girl asks for each new thing it may well be that she is ready for it, that her group is doing these things. It is better to allow the child to move from step to step in her natural development without fuss than to overemphasize and overdramatize each step by permitting it only after a battle.

We all know that forbidden fruits are sweetest. As soon as we make these outward, minor things important enough to prohibit them, we make them desirable out of all proportion to their importance. Deceits and lack of confidence will come in the wake of too many prohibitions.

Must we always allow our children to do what the crowd does? If we have consistently given our daughters a sense of humor and standards of good taste at home, we can feel safe in allowing them to go the way of the crowd, confident that they will not be carried to extremes of behavior by it. If we have given them plenty of opportunity to use their own judgment and make many decisions for themselves, they will have the better chance of not losing their heads. Furthermore, they will be more likely to turn to us for guidance when they feel that we offer understanding of what they are feeling in these years. If this background of balance and temperance has been consistently built up, the questions of parties, cosmetics, long dresses, what hour to come home, and a host of others are solved quite naturally along with the other problems of growing up.

Letting Go

By RUTH LANGNER

THE parent of today who is at all interested in his job has learned that in order to work at it with happiness to all concerned he must be well supplied with wisdom. But wisdom is a very elastic term, being, like beauty, in the eye of the beholder. Let us define:

The truly wise person is not only able to reason correctly. He is a philosopher in the primary sense of the word—a lover of truth. As emotions often form a fog which hides or distorts the truth he must be free of those obscure emotional drives which prevent the ordinary person from acting rationally in a given situation; or, if not that, he must know himself well enough to recognize and discount such drives when they arise.

Let us take the very ordinary case of the parent whose child will not eat. How many unresolved and unrecognized neuroses may center upon the defenseless infant if the parent, not being wise, does not discount his extraneous emotions. He may, as a child, have been forced to eat many foods which were distasteful to him. The resentment which he felt then and which he has chosen to forget bursts forth at the youngster who sits stubbornly before him, refusing to swallow the wad of food that has been lumped in his cheek for at least ten minutes. "I

had to eat what was put before me, why shouldn't he?" reasons the irate parent. The parent may be the futile sort of person who has never been able to assert himself in his own adult world. When his children arrived he loved them, not only for themselves but because they were weak and he was sure he could dominate them as he never had his boss, or his friends, or his wife. But, lo and behold, that very source of power which he had so counted on is now betraying him. His weak child is defying and frustrating him as the world has always done and he cannot seem to stop it. So he explodes into a hysterical rage out of all proportion to its cause.

Perhaps we have a mother who did not find her essential happiness in having children. She feels guilty that they are not as welcome as they might be. She buries deep inside her the knowledge that these beings whom she knows she should love and welcome with all her heart represent a frustration of her desire to be young and carefree, or to pursue a career. She compensates unconsciously for her fault by being over-anxious about her children's welfare. When she is confronted by a pale, thin child who will not eat she is unable to meet the situation calmly. Her undue anxiety forces her to pleading or scolding perhaps to the extreme of tears.

The parent who brings no such problem into the set-up finds it much easier to inquire into the causes of the child's refusals, to remove the causes when possible, and to be far less emotional in her handling of the situation. For example, if she is not overwrought with anxiety she may simply place the food before the child without comment, removing it at the end of the allotted time with quite friendly indifference so far as the child can see. Throughout there is no strain and fussing. And since young children act as sounding boards to their parents' moods the child is in all likelihood able to eat what he needs with the minimum of strain.

But how is the parent to attain this enviable detachment and serenity, this wisdom? We have said that the wise man is a lover of the truth, including the emotional truth about himself even when it does not coincide with his preconceived image of what he ought to be. But that is only half the picture. To be truly wise we must know ourselves completely, the limits of our capabilities as well as our emotional handicaps. What is more, we must accept them, too. And then use our knowledge—make the most of what we have been given to work with.

Dorothea Brande, the inspirational writer, author of *Wake Up and Live,* speaks of the will to fail. The popularity of her book shows that she has hit upon a common complaint. Essentially, this disability is the desire which we all have to escape responsibility and effort because we feel inadequate to the struggle for any one of a number of reasons. If we have faced that feeling, and come to grips with its implications for ourselves, we are far freer to move toward success in the deepest sense of the word. The process is not an easy one but it must be undergone if we are to be truly fit for parenthood.

Let us enumerate a few of the basic attitudes it engenders and see why they are indispensable to a happy family life.

Our ideal parent is a whole human being. He does not try consciously or unconsciously to annex portions of the people around him in order to enlarge himself. He does not need the unquestioning obedience of his children to bolster his own lack of security, nor their achievements to gloss over his own sense of failure or guilt. He does not need their undivided love to atone for the lack of satisfaction there is in his marriage. He does not use his children as a means to help him break away from early fixations on parents or parent substitutes because he has long since cut the umbilical cord which held him to his own parents. Much as he loves his immediate family, he feels no need to possess it in any sense because his inner strength is great enough to keep him on an even keel even though he were forced to make a life away from them all. He has a "life of his own," not only in the sense that he has found work for which he is fitted and which satisfies him but in the much deeper sense that having conquered and acknowledged himself he is at peace, a peace that neither circumstances nor people can touch. Such a person emanates security as a tree gives shade. And how deeply young people need parents who can do just that.

There is an old saying that little children are little worries, big children are big worries. How more than true that is. As children grow older the need for wisdom grows greater and failure in wisdom creates correspondingly greater friction and even tragedy.

By the time children are in their teens both they and their parents are usually going through a difficult period. The parents are forced to face the fact that their youth is over, that they must submit to the

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Science Contributes

THE ADOLESCENT COMPLEXION—THE ACNE AGE

By R. H. RULISON, M.D.

ADOLESCENCE is the transition period between childhood and maturity. It is a gradual process and has been going on for some time before marked changes in the individual are apparent. Technically, adolescence begins at puberty, the period at which the individual is capable of reproduction. There is no definite age at which it ends: the ages 21 for girls and 25 for boys are used as averages.

Complexion is a commonly used word, not always meaning to the listener the thing the speaker intends. Here it refers to the texture and surface appearance of the exposed skin more than to its coloration.

Before discussing the adolescent skin it may be well to speak of the skin in general. It is much more than a covering for the body. It is an organ which does several important things: it covers the underlying tissues with an elastic, waterproof material which is constantly renewing itself from within outward and which frees itself from dirt, stains, and from many germs by being constantly cast off at the surface.

By changes in the size of the skin blood vessels and by perspiration from the sweat glands it regulates body temperature. A small amount of waste matter is given off through the perspiration so that the skin acts as an organ of excretion. The skin needs oil to keep it pliable and contains oil glands which supply this oil. In addition to the secretion of sweat and oil the skin produces hair and nails. At the body orifices it is modified and becomes mucous membrane. The skin contains an enormous number of nerve-endings through which we appreciate touch, change of temperature, pain, and, through the mucous membrane, taste and smell.

The skin changes greatly from infancy to old age. The baby has creases and dimples, but no wrinkles. His skin is cool, smooth, fine, very elastic, and has an underlayer of firm fat. His skin blood vessels are so beautifully sensitive to temperature changes that he does not need to sweat as much as an adult to maintain a normal temperature and his nurse usually applies oil after his bath because his oil glands are not producing much oil.

The old man's skin is thin, wrinkled, much of its elastic tissue and fat have disappeared, and his skin surface often shows pigmented spots and warty thickenings. His skin blood vessels have lost their elasticity so that he does not react promptly to temperature changes and has to wear very warm clothing in cold weather. Like the baby, his oil glands do not produce much oil, but for a different reason: the baby's oil glands have scarcely begun to secrete —the old man's have atrophied. Of course we all have noticed these changes; the reason they are mentioned here is that they constitute a gradual, not a sudden change in an important organ and this change occurs without any necessary illness.

The adolescent complexion differs from that of the child and from that of the aged. Up to the latter part of childhood a large part of the work of the body goes into building a good framework and developing muscles. Later the development of the sex organs, which have been allowed to lag behind, sets in. With this increased activity the blood circulating through these organs, in both sexes, carries away with it an internal secretion which sets up changes elsewhere in the body. So the boy's voice changes and his beard begins to grow. The girl's breasts develop and menstruation occurs. Marked changes in outlook and in disposition are noticed. The process of sex differentiation is under way.

Among the changes initiated at this time is one that is not generally mentioned. This is an increase in the activity of the oil glands. When this happens it is accompanied not only by increased oil on the skin surface but by enlargement of the oil pores at the skin surface. This change makes the appearance of the skin coarser. The school-girl complexion is less fine than it was and no brand of soap will restore it to its former state. The girl (and her brother) are growing up.

With the increased oiliness of the adolescent skin the microbacillus of acne, a germ which is constantly present on the surface, finds a more suitable soil for growth and multiplies in the oil ducts. Here it thickens the oil and tends to slow up its outward flow. Blackheads begin to be noticed—plugs of hardened oil and cast-off cells from the duct lining.

So far there are no pimples because this little germ is not a pus-producing organism.

However, either because the individual bruises the tissues by trying to squeeze out the blackheads or because the blackhead itself acts as an irritant, some small break in the skin surface occurs at the duct orifice. The common skin staphylococcus, a pus producing germ, finds its way into this crack and in due time an area of inflammation appears around the blackhead: later a real pustule develops.

When these three things are present the individual has "acne vulgaris" (ordinary acne) a condition characterized by an oily skin, blackheads, and pustules developing around them. It is this condition which is the usual skin problem of the adolescent. The disease occurs in the areas where the oil glands are most abundant, the face, shoulders, upper back, upper central part of the chest—sometimes on the buttocks. It usually appears between the ages of 10 and 20. In most individuals it dies out before the age of 35. It is not a filth disease and soap and water will not cure it. It is not basically due to faulty diet or to bad habits. It occurs in the athletic type as often as in the sedentary.

The disease does not affect the general health, and its only sequel is the scarring, more or less severe, which happens when the pustules have been large and deep enough to destroy considerable skin tissue. An acne which has been mild and superficial may become more severe and unsightly within a comparatively short time, and when this happens scarring may result before the activity of the disease can be checked. In many individuals the trouble remains mild and the scarring is hardly noticeable.

Acne is a social handicap which often causes unfortunate psychological reactions. Biologically the adolescent should be, and usually is, very much interested in his or her personal appearance. The desire to be attractive to the opposite sex, even if the individual does not recognize it as such, becomes a powerful motivating force. The boy, although he will not powder his oily nose for fear of ridicule from his classmates, becomes greatly interested in his clothing, his necktie, and his athletic prowess, while the girl takes to powder and cosmetics as soon as she can overcome family criticism. When, in spite of this attention to personal pulchritude, an oily skin, blackheads, and pimples appear, the embarrassment and frustration of the immature individual is intense. Not uncommonly this is carried to a point where the adolescent declines invitations and broods over the blemishes. Boys go in for medicated soaps, and the girls take up seriously the lotions, creams, and ointments that are advertised. Friends and relatives advise cleanliness and diets, or, sometimes, suggest that the affliction will be outgrown in time. The results obtained by these endeavors, separately or combined, fall far below the hopes of the sufferer.

What can be done for the person afflicted with acne? In the first place the ordinary hygienic advice about living conditions and habits should be given, as in most other diseases. Bad teeth, or tonsils, lack of outdoor exercise, insufficient sleep, chronic constipation, gross errors in diets, and similar faults deserve attention. But, when these things have been attended to, the adolescent will probably still have acne.

The dermatologist treats almost all cases of acne by the use of X-rays; a small dose is given every week to the acne areas for twelve to twenty weeks. The dose is not a destructive one, such as is used in treating cancer, but a soothing, inhibiting one. The X-rays so given have a greater effect on secreting than on non-secreting cells. Because of this fact it is possible to use a dose so small that no damage is done to the non-secreting cells of the skin and yet the activity of the oil glands is diminished. As this result is gradually obtained under continued treatment the oil production is diminished and a less favorable soil for the development of the lesions of acne results. The pustules become less frequent, the blackheads cease to form and the patient's skin becomes normal.

This treatment is by far the most effective. It is clean, does not depend on frequent applications to the skin which have to be done by the patient (and therefore may be neglected) does not involve large bills for medicines, and, if the patient is faithful in taking treatments, gives ninety per cent of permanent cures.

Practically all cases obtain satisfactory results from this treatment, but about ten per cent have recurrences within a year. These individuals can usually be freed from their eruption by a second course of treatment. Recurrences are noticed mostly in the younger age group (13-18 years) and the dermatologist may try to control the condition in this group and in very mild cases by other means than X-rays. Here he uses lotions, ointments, and pastes, and sometimes opens pustules and expresses blackheads.

A small percentage of the public fears X-rays and some refuse to use them. This method of treating acne is well standardized. Administered by an experienced dermatologist there is a large margin

of safety, that is, the total dosage administered could be increased considerably without causing harm. However, this treatment should not be given by anyone who has not had long training in diseases of the skin.

For many individuals it is difficult or impossible to go to the office of a dermatologist every week for several months. What can be done for this group? They can go to their family physician and have the most annoying pustules and blackheads opened and expressed at regular intervals. They can learn not to try to do this work themselves. They can be given lotions, pastes, or ointments which tend to check the eruption and make it less unsightly, even if complete cure does not follow. If these measures fail to give satisfaction they can, perhaps, get in touch with some mental hygienist who will endeavor to give them a proper perspective about this self-limited affliction and teach them to go about the business of living and ignore this real but minor defect.

The scarring produced by acne causes much chagrin and, often, criticism of the doctor. It is not uncommon to have the patient blame the treatment for the scars. This is especially true where the physician has opened large pustules or where X-rays have been used. The destruction of skin tissue by pus formation is the real cause of scarring. The doctor opens some pustules because pus tends to follow the line of least resistance and if an opening is made the pus tends to drain out rather than to extend into the surrounding tissue. Usually a pustule opened properly at the right time leaves less scar than one allowed to run its course. The X-rays, of course, cannot possibly produce the kind of scarring which follows severe acne.

There are some who try to remove acne scars by what is called "peeling" the skin. Essentially this consists in the application of strong pastes or lotions which will cause the outer skin layers to be shed. By repeating this process several times it is claimed that the scars become less noticeable. Most dermatologists do not feel that the benefit, if any, obtained by this uncomfortable and protracted procedure is sufficient to justify its use.

In conclusion we may offer the following suggestions to parents and teachers:

Adolescence is a troubled and often an unhappy time—be sympathetic. If acne appears do not scold the individual for its development. The patient is no more responsible than you are. Do not think or say the condition is due to some bad habit. It is

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SHOP TALK

IT IS encouraging to see how the sound, sturdy, and ingenious type of modern toy is replacing most of the old flimsy mechanical variety in the toy stores. At Gimbels, under the very intelligent direction of Mrs. Helene Zinn Greene, former Director of the Westchester Play School, the educational toy department has recently spread out from one small show-case to an entire section. Mrs. Greene has prepared a catalogue outlining the types and uses of psychologically correct toys for young children.

Among the interesting items noted in the Educational Toy Department are:

A very large selection of inexpensive musical and rhythm instruments for young children, especially for use in school bands. There are tambourines ($.49 to $.95) cymbals, triangles, chimes, drums, harmonicas, accordions, and saxophones (some for as little as $.49).

A set of three solid wooden flat dolls which stand up and which come with about fifty different changes of paper dresses ($.98).

A great variety of weaving looms, from a paper weaving set at $.49, to an elaborate loom with real shuttle for $2.98. Particularly ingenious and easy for small hands to operate are the bead looms for making hot plates or purses ($.98).

"Block-craft" blocks are the new type of blocks which hold together on the hole-and-rod principle. After an arrangement is finished the rods keep it together, making it very attractive for the child who does not like to spoil his building as soon as he has finished it (small size $.98, large size $1.98).

The most popular item in the department at present is a small phonograph made especially for a child to run, only $.98. It must be wound up for each record, which makes it all the more fun. With this goes a set of six unbreakable Mother Goose records for $.19. The music, which comes out of a funny little horn, is really quite clear for such a small instrument. A wonderful bargain, I bought one immediately.

P. R. F.

Book Reviews

New Light on Delinquency and Its Treatment. By William Healy and Augusta Bronner. Yale University Press. 1936. 226 pp.

This is the report of an intensive study made for the Yale University Institute of Human Relations. Its purpose was to throw more light on the complexity of the causes that go into the making of a delinquent, and to discover what could be done to apply scientific findings to the treatment of delinquency.

The investigation was carried on in three cities, Boston, New Haven, and Detroit, for a period of three years, and the children chosen for study were those who from their past record of repeated delinquency could be recognized as potentially serious offenders. Mental defectives were barred. A striking feature of this research is that the family, rather than the individual delinquent, was made the unit for study, and in each case, a non-delinquent brother or sister as near the age of the offender as possible and of the same sex, was paired with the delinquent for equally intensive study. In other words, the investigators asked themselves: What has happened to make this child delinquent that has not caused a brother or sister to develop that form of behavior?

In nearly every case where parents, delinquents, and non-delinquents told their own stories, a striking picture emerged. The non-delinquent child had been able to find far greater security in his relationship to his parents and the family life than the delinquent, who was for the most part thwarted and rejected and thus turned back upon himself and the environment for substitute satisfactions. Although the more obvious causes for delinquency, such as poverty, poor neighborhood conditions, and bad companions were generally present, it is noteworthy that they acted to produce delinquency in the case of one child, but not in the case of the other. In weighing all possible causes for delinquency, only one factor was practically always present—delinquents as a class (ninety-one per cent of the whole group) had profoundly-felt emotional disturbances, while it was equally striking to find that in the great majority of instances the non-delinquents did not reveal any such inner stresses.

However, in the case of the delinquents themselves, one question does come to mind. Granted that an absence of emotional satisfactions is a dynamic causative factor in delinquency, it may be asked why some children seek an outlet in delinquency, while other children who are equally deprived emotionally find different outlets, frequently neurotic.

The material of the present study is not focused to shed much light on this problem, but the question has been dealt with in another recent outstanding publication, *The Roots of Crime,* by Dr. Alexander and Dr. Healy. There the conclusion is expressed that similar emotional conflicts result sometimes in criminality and sometimes in neurosis; that if actual need in the outward circumstances of the individual's life reinforces his inner conflicts, there is greater likelihood of criminal behavior; but that aside from environment there does seem to be a constitutional factor that is at least partly responsible for the outcome.

In connection with the present study, it may be pointed out that at least two boys who gave up their delinquent behavior subsequently developed problems of mental health. And since the children in this study are still young (only about thirty per cent were over sixteen years of age, and the greatest number were between twelve and fourteen) there may ultimately prove to be more cases in which the elimination of delinquent behavior has been secured only at the price of neurosis.

Undoubtedly, it would be possible to question some of the interpretations made in this study since it is dealing with relationships which cannot actually be measured. But whatever may be the possible criticism as to details, what emerges strikingly from this book is the need for a new approach to the whole problem of delinquency. This study confirms anew what psychiatrists have long been telling us—that emotional conflicts growing out of the child's first experiences in the family are a dynamic factor in delinquency, and that any approach to the delinquent that claims to be scientific must concern itself with the problems of individual adjustment and of family relationships.

IRMA W. HEWLETT.

Parents and the Latch-Key. Parents and the Automobile. By parents of children in the Horace Mann School and Lincoln School. Edited by Elizabeth J. Reisner, Harriet de Onis, and Thalia M. Stopler.

Teachers College Bureau of Publications. 1936. 56 pp. and 64 pp.

Here we have two unique pamphlets which present the results of a sincere effort on the part of parents and teachers to understand the adolescent boys and girls in their charge, and to formulate principles and practices for wise guidance. These publications are the outcome of discussion groups organized for the parents of high school pupils at the Horace Mann and Lincoln Schools in New York City. They deal with the specific adolescent management problems which prove so puzzling in many modern homes—the use and abuse of the automobile, of alcohol, of commercial night clubs or similar places of amusement, the curfew hour for teenage boys and girls, the guidance of reading, and the choice of friends.

The papers—written by various members of this lay group and edited to bring out, as far as possible, the most thoughtful of the group reactions—are interesting not so much for the solutions which they suggest as for the method they illustrate. If one feels at times a failure to penetrate to the deeper issues and values involved, one is equally conscious of a very basic sincerity on the part of the writers and a learning through sharing of ideas, a process which must have been of unquestionable value to the group.

Not the least interesting aspect is the effort in some cases to secure adolescent reactions and statements concerning the problems under discussion, though one cannot help but feel that these have been accepted too nearly at their face value. Such statements are likely to be misleading without an effort to understand the drives and needs behind the adolescent attitudes—those real reasons of which the boys and girls themselves may be wholly unaware.

Despite their somewhat inconclusive character, perhaps just because of it, these pamphlets would be excellent material for further discussion in other parent groups. They might also prove stimulating to further reading and thought for the individual parent who is tackling his problems alone; for nobody could fail to be struck by the wide diversity of opinion among even so specially selected a group of parents and to be impressed anew with the fact that parental attitudes on specific problems are affected not only by social and intellectual backgrounds but also by the inner needs and doubts of the parents as individuals.

HELEN G. STERNAU.

Children's Books

THE ADOLESCENT LOOKS AT BEST SELLERS

Realizing that our young people are actually reading a wide sampling of adult books we have asked a recent college graduate to comment on their selections among current "best sellers."

THOUGH in-between in everything else, maturing adolescents would probably (and rightly) rise in protest at the suggestion that their reading is in-between, too. We have no best seller list showing to whom best sellers are sold, but if we did we might easily find that pre-adults and adult adults are reading the same books. After all, adolescents have reached mature intelligence, they are exposed to the same cultural and social influences as their elders, and are, on the whole, just as aware—or unaware—of the world they live in.

The difference probably lies in what the two groups of readers bring to their reading matter and in what the reading matter brings to them. It is as difficult to make generalizations about young adulthood as about anything else, but I think it is safe to say that while it may be a highly egocentric stage, it is at the same time one of intense curiosity. That fact is bound to have an influence on the way in which literature is sought and the way in which it is received.

On the current lists of best sellers, *Personal History, The Way of the Transgressor,* and *I Found No Peace* appear to adolescents not as tales of enterprising, adventurous, imaginative men but as chronicles of their own doing and observation—vicarious experiences, future experiences, to be sure, but, nevertheless, very real ones. Even historical novels like *Gone with the Wind, Drums Along the Mohawk,* and *The Late George Apley* are received by adolescents in terms of Here and Now and Me.

Every girl who reads *Gone with the Wind* becomes for the moment Scarlett O'Hara. That Scarlett had a sheltered childhood such as no modern child has known and was thrust into a turmoil no modern girl has known, makes no difference. In fact, the situations calling for action, calling for responsibility and initiative, calling for canniness,

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In the Magazines

First Aid for Adolescence. By Valeria H. Parker. National Parent-Teacher Magazine, February, 1937.

Too often walls of misunderstanding are built up between parents and their children during the adolescent period. Understanding and tact and the spirit of compromise are more helpful than rigid control in meeting some of the typical problems—clothes, cosmetics, school work, late hours, and petting.

An Approach to the Reconstruction of the Secondary-School Curriculum. By V. T. Thayer. Harvard Educational Review, January, 1937.

A résumé of the work of two commissions of the Progressive Education Association. The first part deals with the cooperation of colleges in accepting on recommendation students from schools which are experimenting with revised curricula. The second part tells of the consideration of the needs of secondary school students who do not expect to enter college and discusses the survey of school and college adolescents which is being carried out under the direction of Dr. Caroline Zachry.

And What About Visitors? By Henry C. Fenn. Progressive Education, March, 1937.

In fairness to teachers and schools, as well as to the observers themselves, visitors in experimental schools should be given some explanation of the general plan and scope of the courses they are visiting, and should allow enough time for their observations to see more than one isolated aspect of the work. The plea is illustrated by a description of the Lincoln School experimental course in "American Civilization," the aims and general program of this twelfth grade project, and the educational philosophy which permeates it. How easily one might miss the values involved after one day's visiting is made amusingly clear.

What Instrument for Your Child? By M. Emett Wilson. Parents' Magazine, March, 1937.

What is involved in studying different musical instruments: physically, financially, technically, musically, socially? The author suggests getting the advice of a good musician on developing family ensemble music for satisfying musical experience.

"In Corpore Sano." Progressive Education, January, 1937.

Among many valuable articles in an entire issue devoted to the health aspects of education are two of outstanding interest: *Healths and Health,* by Jay B. Nash, a plea for a coordinated health program which considers every aspect of the child's school life; and *A New Place for the Physical Examination,* by Jane Foster, which describes just such a coordinated program in operation at Sarah Lawrence College.

Children Aren't Trash. By Gertrude Springer. The Survey, March, 1937.

A veteran social worker and a county welfare director discuss some of the more difficult problems which arise under mothers' assistance laws. How bad must a home be to be "unsuitable" and what are the alternatives for the children even in the pretty bad cases?

Freedom of the Streets. By Mary R. Hargreaves. Home and School, February, 1937.

Protected children who never play alone outside their own gardens and never go unshepherded in the public streets lose valuable experience in the understanding of people and the real world. Despite their natural anxiety concerning traffic dangers, parents of young children might well consider the advantages to the child of greater freedom in this sphere.

How Children Learn. By Helen Bott. Parents' Magazine, March, 1937.

Discusses children's learning in terms of their needs, which are often more complex than they first appear. Thoughtful parents are learning, also, as they help children learn.

A Nursery School As a Social Agency. By Viola B. Carpenter. Progressive Education, February, 1937.

How a cooperative nursery school organized under expert guidance filled an educational need for the young children of a community and became a stimulating and rewarding project for the parents as well.

News and Notes

Progressive Education Conference

The second biennial Regional Conference of the Progressive Education Association of America will be held in Milwaukee, April 9 and 10, with headquarters at the Schroeder Hotel, the sessions beginning at 8:30 a.m. of the ninth and continuing to 5:00 p.m. of the tenth. Arrangements are being made for the closing of schools in Milwaukee and adjoining suburbs. That, combined with the unusually strong program, will assure an enrollment of at least 2,000 teachers or more. The program has been built around ten study groups, each group to hold three sessions. In addition, there will be other sessions devoted to democracy in American education and to various phases of contemporary life. One general session will be devoted to a definition of the aims and goals of education in American democracy.

Parents' Magazine Award

At a luncheon on March 22, Dr. Bess V. Cunningham, Associate Professor of Education at the University of Toledo, was awarded the Parents' Magazine medal which is presented annually to the author of the most helpful book of the year for parents. Lewis Gannett, editor of the *New York Herald Tribune* column, "Books and Things," was the guest speaker. Dr. Cunningham's prize-winning book was *Family Behavior,* published by W. B. Saunders Company.

Other books which received honorable mention for their distinctive contributions to the field of child development and parent education were as follows: *Parents' Questions* by the staff of the Child Study Association, *Substitute Parents* by Miss Mary Buell Sayles, *Educating for Adjustment* by Dr. Harry N. Rivlin, Assistant Professor of Education at the College of the City of New York, and *The Married Woman* by Mrs. Gladys H. Groves and Dr. Robert A. Ross.

Children's Book Awards

In an effort to stimulate greater interest in the publication and sale of children's books during the spring and summer months, the *New York Herald Tribune* has recently announced a prize contest for children's books published between January and June, 1937. Two cash prizes of $250 each will be awarded in May, one for the best book for young children, the other for the best book for older children.

For many years activity in the children's book field has been concentrated almost solely in the three pre-Christmas months—with the result that there has been—to quote May Lamberton Becker—"a tremendous congestion around Christmas and persistent anemia the rest of the year," an arrangement which is unjust to writers, publishers, and readers alike. It is to be hoped that the *New York Herald Tribune's* effort will prove a first step toward the solution of this problem.

Kindergarten Centennial

The Association for Childhood Education is observing this year the One Hundredth Anniversary of the Kindergarten. The first kindergarten was opened in Blankenburg, Germany, in 1837, and the first kindergarten in the United States in Watertown, Wisconsin, in 1856.

Many branches of the Association for Childhood Education will take part in the celebration, using this event to acquaint people with the work that is going on in public and private schools today as well as with significant achievements in history. Each locality has its own pioneers, its own history. Local celebrations, as far as public events are concerned, will be centered at the time of Froebel's birthday, April 21.

A brief historical outline has been prepared of the one-hundred-year period in the development of early childhood education, including "European beginnings," and "Development in the United States." Copies may be secured for 15 cents from the Association for Childhood Education, 1201 Sixteenth Street, N.W., Washington, D. C.

Peace and Education

The Montessori Internationale Association announces that it will hold its sixth international congress in Copenhagen this summer, August 1 to 10, under the auspices of the Danish Minister of Education. The theme around which the conference will be developed is "Peace and Education," and the Association announces its conviction that, "The peace of tomorrow is in the hands of the educators."

Family Education

Registrations are now being taken for the twelfth session of the well-known Vassar College Summer Institute of Euthenics, to be held this year from July 1 through August 12. The Institute is open to college graduates and seniors. The progressive school for children from two to eight—operated as an integral part of the course—will again make it possible for the parents of young children to enroll for this work securing excellent care and enriching experience for their children at the same time. Further information can be obtained through Dr. Ruth Wheeler, Director of the Summer Institute of Euthenics, Vassar College, Poughkeepsie, New York.

Girl Scouting for Juniors

The silver anniversary of the Girl Scouts, which is being celebrated this year, seems an appropriate time to call attention to one of the least known aspects of their work—the Brownie groups.

Soon after the Girl Scouts were founded in America, little girls from seven to ten began to clamor for admission. To provide for them, junior groups called the Brownies were inaugurated. Modeled originally on the activities of the junior groups of the English Girl Guides, the Brownie program has gradually been modified to meet the needs of American children.

There are now more than thirty thousand Brownies organized in 1,782 groups throughout the United States and its possessions.

Suggestions for Study: The Adolescent Steps Out

TOPICAL OUTLINE

1. GROWING PAINS
   - Irritability and friction in the family. Are they inevitable?
   - What part do parents own emotions and difficulties play?
   - Emotional conflicts involved in growing up; exaggerated feelings of inferiority or conceit.
2. FREEDOM AND INDEPENDENCE
   - Money attitudes, allowances and expenditures.
   - Parties, late hours; special problems connected with the use of the automobile.
   - Movies, entertainments, reading.
   - Aping grown-ups; clothing, cosmetics, and grown-up mannerisms.
   - Demands for independence.
3. BOY MEETS GIRL
   - Standards of sex conduct today; parental guidance—how much?
   - Socially precocious and socially awkward children.
   - Petting and sex experimentation.
   - Ideals for marriage and mature living.
4. CARRYING RESPONSIBILITIES
   - Sharing the problems and burdens of the family.
   - Jobs and experience with earning.
   - Vocational training; education for what?

QUESTIONS FOR DISCUSSION

1. The parents of young people—a girl sixteen and a boy nineteen—are troubled about the problem of alcohol. When their friends come to the house the children feel they should have the privilege of offering them a cocktail or a highball from their father's supply. When they go out on a party with their friends they frequently stop at a roadhouse or have something with them to imbibe. With one or two exceptions none of the young people of their children's set drink too much, yet the parents feel that everything which goes with the use of alcohol is undesirable at these ages. Should they forego the moderate use of alcohol themselves in order to set the right example? How can the whole matter be safeguarded and controlled?

2. Mary, aged seventeen, is engrossed in her studies, reading, and other rather serious pursuits. Her mother feels that she would be better off for more gaiety and social life, but cannot persuade the girl to accept invitations to parties, to invite more than one or two friends to the house, or take an interest in her personal appearance. She realizes that Mary is awkward and shy with the opposite sex, but is at a loss to know how to help her to find the fun and popularity enjoyed by some of the other girls.

3. How can parents of a boy of eighteen help him to find some work during summer vacation which will give him some first-hand knowledge of the economic problems which will soon confront him and some insight into his own ability to meet them?

4. Katharine is fourteen and has always been a voracious reader. Now she wishes to read books for adults which deal frankly with relations between the sexes and other problems which seem far beyond her years. Trash magazines and more serious works are all grist to her mill. Should limits be set on what she is allowed to read?

REFERENCE READING

OUR CHILDREN, A HANDBOOK FOR PARENTS.....1932
by Dorothy Canfield Fisher and Sidonie M. Gruenberg. *Viking*
Chapt. V—The Meaning of Maturity.
Chapt. XXII—Character in Adolescence.
Chapt. XXIV—Loosening Family Ties.

PARENTS, CHILDREN AND MONEY.....1933
by Sidonie M. and Benjamin C. Gruenberg. *Viking*
Chapt. I—Money Attitudes in the Home.
Chapt. VII—Money and the Adolescent.
Chapt. VIII—Influence of Money on the Family and Its Members.

LOVE IN THE MACHINE AGE.....1930
by Floyd Dell. *Farrar & Rinehart*

THE FAMILY.....1934
by Joseph K. Folsom. *John Wiley & Sons*
Chapt. III—Love and Personality Formation.
Chapt. VII—The Family in Modern Social Change.
Chapt. XI—Marriage and Mate-Finding.
Chapt. XIII—The Love Mores.

FAMILY BEHAVIOR.....1936
by Bess V. Cunningham. *W. B. Saunders*
Chapt. XII—Growing Up.
Chapt. XIII—Families of Tomorrow.

PARENTS AND THE LATCH-KEY and PARENTS AND THE AUTOMOBILE 1936
by Reisner, Onis and Stolper. *Teachers College*

NORMAL YOUTH AND ITS EVERYDAY PROBLEMS.....1932
by Douglas A. Thom. *Appleton*

PRINCIPLES OF ADOLESCENT PSYCHOLOGY.....1934
by Edmund S. Conklin. *Holt*

PARENTS' QUESTIONS.....1936
by Child Study Association. *Harpers*

CHILD STUDY MAGAZINE. February, 1935. What Is Ahead for Youth.

CHILD STUDY MAGAZINE. March, 1935. Vocational Guidance—Toward What?

ADOLESCENT DRIVES AND PARENTAL ANXIETIES

(*Continued from page 197*)

day. This upheaval constitutes perhaps the sharpest of all the current challenges to our parental hopes and fears. Until now, every self-respecting parent has felt that he could, that he must, carry the full job of child rearing through adolescence with the responsibility all his of putting his child on the way of a satisfying life road. There was a time when much of this took care of itself, but increasingly this holds true for only a comparatively small part of our population.

Since the power and means to direct the economic progress of youth must center somewhere, and since we already have evidence in our CCC camps of the beginnings of an assumption of that responsibility by our national government, we may in time look in that direction for relief from a present impasse. Whether or not we think of this solution as a permanent one, or a desirable one, one thing is clear: we must make a special effort to think and act with a mature outlook in regard to the relations of our adolescents with the outside world, as manifested in their capacity and opportunity for work.

If we join uncritically in the current vociferous blaming of an unkind fate for the economic problems of youth, the bitter denunciation of all that is, we betray mainly our own inability to accept our personal failures. We shall be returning in fact, to the level of the adolescent who, struggling with his own impotence, tends to project all his difficulties on his parent. Such confusion simply jeopardizes further clear thinking and plans for sound action, to say nothing of the conviction of personal responsibility without which no human being can press forward.

It must be conceded that the present period is probably one of the most difficult that youth has ever had to face. It is to a large extent robbing youth of something essential to it—disciplined and purposeful work. Furthermore, it offers youth neither a promising take-off nor a prospective landing field. It is entirely natural then, that the economic problem should loom large both in the eyes of youth and in those of their sympathetic elders. Let us not, however, merely commiserate with youth in its present plight, nor blame all our difficulties and theirs upon the tangled social and economic situation of the time. Inherently the difficulties are always based on the human factors in all relationships. The development of a better society depends to a considerable extent upon improvement of those relationships.

Let us pay our adolescents the compliment of enlisting their interest in a long-range goal, including the realities of the present day, but also based on the ability to "use the past, not merely to suffer from it." We have lost faith, we have become disillusioned, we have grown up but not matured. The struggles and disappointments in our adjustments with our adolescent children, and their adjustment to the outside world, are evidence to us that we did not do well in the past. We suffer from this past to an almost paralyzing degree. We find that with all our good will, with all our devotion, we have not been helpful in the development of the sort of persons our children would have liked to be. We suffer for them because of our failure and because we love them. Their life experiences in this respect will in all likelihood not differ much from our own. We must honestly face that, although we cannot ask the adolescent to do so. Fortunately, he could not, even if we asked it.

What can we do? The only thing that has promise is so to live with our children that they will come out of their adolescent growing with a residue of respect for and belief in us; that they will come to a realization of the magnitude of the demands of civilized living; and that they will come to understand that such living cannot be brought about solely by a changed economic order, but also calls for a changed race of men. This changing man, this better man, it seems to me, can be worked for. The disappointments of parents, the frustrations of adolescents, can all take their proper place as inevitable steps in this progression. This way lies hope, achievable through maturing generations in a chain of which we and our children may form connecting links.

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FREEDOM AND THE LATCH-KEY

(*Continued from page 205*)

problems of antagonism and cooperation. But if these attempts at cooperation fail and the freedom to use the car is abused, then the parents must be ready to assume the responsibility of authority, and to make and stand by clear-cut prohibitions.

When we talk here about the kind of activities that young people engage in when they "step out," we can do little more than try to sketch general trends and attitudes as they show themselves in groups of boys and girls. Yet it is the exceptional situation that forces itself to our attention time and again. The lurid story of the pregnancy of a high school girl, a tale of excessive drinking, a wild escapade of night driving—such things must also be taken into account. Each of such cases, however, must be examined by itself, in terms of the individual's past experience and the emotional drives that are seeking satisfaction, pictured against the pressures and restrictions and misunderstandings of the external world. In each case, whether it be one of the above, or even a less spectacular one where a young person uses any situation for more than it should be worth, the important thing is not the escapade but the individual need behind it.

We may perhaps regard boys' and girls' behavior in all these situations as a fumbling, gradual working out of their desires and capacities. To the extent that this is based on straightforward first-hand experience, where the young people can individually learn the values involved for themselves, it also means a gradual growth toward a true independence. Perhaps we as adults can bring ourselves to this point of view, and, discounting as far as possible our own drives and fears and prejudices, can accept for ourselves first, and then for our children a "trial and error" attitude toward behavior, without clouding the issue with preconceived ideas of right and wrong, of guilt and apprehension. If we can do this with tolerance and understanding and an attitude of standing by in times of stress, then young people will be helped to meet the larger world with their own innate courage and integrity unmarred, and with an ability to work out for themselves their permanent life values.

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PARENTS' QUESTIONS

(*Continued from page 207*)

request of this sort by preparing a convenient supply of non-committal cards for a week at a time, choosing the one for daily mailing by the eenie-meenie-minie-mo system.

Presumably what you really want is a more intimate contact—a knowledge of what he is doing and feeling—how he is reacting to new friends and experiences. This cannot be forced. To be really worth while it must come spontaneously. He is far more likely to write you occasionally in a truly revealing vein if you do not press your request for daily mail. It seems likely that he resents this request because of the subtle checking up on him that it implies. Perhaps the greatest benefit that an out-of-town college confers on many adolescents is freedom from constant parental supervision—the chance to think their own thoughts and formulate their own ideals without too close pressure of home influence. Your son is perhaps justified in feeling that you are conferring this new freedom upon him with one hand and trying to take it back with the other. It is not easy for parents to set their children free—especially only children. Adolescents sense and resent our hesitancy even when we are not clear in our own minds that the demands we make spring from a deep unwillingness to relinquish control.

My daughter—a college junior—is campaigning for a fixed quarterly allowance, though she readily admits that her father has been more than generous in providing for all her needs. She is permitted to charge clothing, books, and similar purchases in any needed amounts—sending the bills to him. Other requests for money—for parties, traveling, clubs, and similar activities have always been graciously met. He much prefers this system, but she is dissatisfied, insisting that she would be willing to spend much less, if only it were a fixed sum and completely within her own control. Is it necessary for a girl of this age to live on an allowance?

It is likely that many of your daughter's college friends have such arrangements with their families. Most young people of this age prove quite capable of budgeting their needs and exercising reasonably sound judgment in spending. They make mistakes, of course. What adults do not? But they need practice to develop this skill—like any other—and it is a very important one for their future happiness.

One might guess that your husband is not concerned primarily about your daughter's *financial* judgment. If he has found her capable of reasonable spending in the face of unlimited charge accounts, he has subjected her already to a fairly severe test. Presumably the issue—from his point of view as well as hers—is one of *freedom*.

Actually, his unwillingness to give her a regular allowance must imply to her his desire to supervise her choices, to keep her protected and dependent. And no matter how generous he has been in granting her requests, she must sense and resent this implied unwillingness to relinquish the power of control. To have one's requests granted is by no means the same as to be free to act without asking.

College juniors and seniors are practically adults. They feel passionately the need for personal power and independence. The intricacies of our economic system and the prolonged educational period which it implies place these young people in a dependent financial position for many years. And we, as parents, are easily tempted to use money as power in dealing with our children—whether we be tyrants or benevolent despots. Perhaps your husband can be helped to appreciate that maturity and independence are as vital needs for your daughter at her present age as protection. The allowance issue is only one of many which may be affected by his basic acceptance of this fact.

READERS' SLANTS

(*Continued from page 210*)

beginnings of that process of involution which will inevitably end in death. With this added strain upon them comes an aggravation of any unsolved problems held over from youth. The dissatisfied woman feels that in these few years, if ever, she must do something to remedy her dissatisfaction. The husband who complains that life is passing him by while he keeps his nose to the grindstone for the sake of his wife and children realizes that now or never is the time for a last fling.

Meanwhile their children are emerging from the comparatively sheltered world of childhood. They are eager to set about being adults, but they are rather vague as to how to manage it. Even as they kick violently to free themselves (healthily enough) from the restraints of parental authority which control both their actions and attitudes, they are filled with uncertainties. Just what are they to do about sex? And later on, what about love? And about work? And what is the good life? Though they appear sure of their theories, they are shaky on details.

What, specifically, do they want of life, anyhow? What sort of friends do they want, what sort of work? And even if they know, how are they to go about getting them? Adolescence, like middle age, must make fundamental adjustments.

With these parallel problems to be met it devolves upon the parent to be particularly strong. He must keep his own perplexities under control lest he add still more to the burden his child is bearing. He dare not turn to the child for refuge or help, since his child is too badly in need of both. He must voluntarily let the adolescent go (as he will already have done to a certain extent if he has cast off possessiveness) so that the necessary struggle to be free of his parents shall not take too much of the child's strength. He must have the courage to let his boys and girls make their own mistakes, trusting that the foundation he has laid and the force of parental example will carry them through.

What the youngster in his teens needs is a strong, firm friend rather than an overt mentor; a wall to which he can put his back as he fights the world, rather than a wall which shuts him into an enclosure no matter how pleasant. Granted our ideal parent with his serene detachment, his sureness of his own standards, the vexed problems of the automobile and the latch-key fall into their proper place as minor questions to be answered rationally on the basis of the adolescent's capabilities. He will be allowed to work his way through sophomoric contempt for his parent's old-fashioned philosophy in his own good time. And he will meet the grave issues of work and love with the example of his parents' happiness in each other and the assurance of their tolerant understanding to help him.

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CHILDREN'S BOOKS

(*Continued from page 215*)

are even more interesting because she did start out as "a girl just like me." *The Late George Apley* satirizes *our present* customs and institutions. We see these in their beginning stages, it is true, but they are interesting to the generation growing up in the light of what has happened to them since.

Everyone who reads the success books, *Wake Up and Live, Live Alone and Like It, How to Win Friends and Influence People* does so from a more or less personal angle. This motivation in the case of adolescents is inclined to be more rather than less. They have more of their lives ahead and more desire to experiment with them. However, as I look about among my contemporaries, I find that these books do not go over very well with the younger set. This way of reducing everything to a formula and then taking the mechanical steps toward success is out of keeping with their sincere, if somewhat hazy, goals. These are obviously "written just for you" books, but others become that in the eyes of the beholder. This is true even of books dealing essentially with trends in European politics such as *Something of Myself* and *Inside Europe*. To the adolescent, these books describe the world *he* will live in some day.

The adolescent reaches for the same book as any more mature reader, but with a different look in his eye and different question in the mind.

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SCIENCE CONTRIBUTES

(*Continued from page 213*)

untrue. Do not laugh at or try to minimize the affliction. You will have failed someone who expects your help. Bear in mind how much real anguish is felt by the adolescent who develops unsightly pimples just before some long-anticipated party.

Do not try to treat the condition yourself. You are not competent. Do not try to influence the disease by some pet dietetic ideas; almost certainly you will accomplish nothing and you will be impressing the individual with his handicap three times daily.

If the condition is at all severe, if scarring is developing, or (more important) if the trouble makes the sufferer unduly self-conscious or depressed, by all means try to get the best medical advice.

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FINAL PROGRAM
SEASON 1936-37

Afternoon and Evening—Continuous 2:20—11:30

April 2, 3, 4—STOWAWAY
Shirley Temple, Robert Young, Helen Westley.

April 9, 10, 11—ONE IN A MILLION
Sonja Henie, Adolphe Menjou, The Ritz Brothers.

April 16, 17, 18—LLOYDS OF LONDON
Freddie Bartholomew, Madeleine Carroll, Tyrone Power, Sir Guy Standing, C. Aubrey Smith, Virginia Field.

April 23, 24, 25—THE SCARLET PIMPERNEL
Leslie Howard, Merle Oberon.

April 30, May 1, 2—CARNIVAL IN FLANDERS
(Kermesse Heroique—English titles).
Francoise Rosay, Alerme Jean Murat and cast of 5,000.

May 7, 8, 9—THE PLAINSMAN
Gary Cooper, Jean Arthur.

NOTICE
The Program Committee has not included any pictures for young children after April 11, due to the uncertainty of their attendance in the Spring.

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Reserved Seats—Non-Members ..... 10c extra
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We Turn To Authorities

We are going to be first to profit by the experience of the generation which developed the Nursery School and studied the two-to-sixer. We are going to Nursery School teachers and getting their advice on some of the problems that they meet. Progressive development is becoming very much a part of our Youth Centre, and we are going to authorities for ideas about what we should know as shop keepers.

To Foster Self-Reliance

We can do no better than refer to Dr. Lorine Pruette, author of "The Parent and the Happy Child," who spoke to the Progressive Education Association in St. Louis, Feb. 26th. She urged that children be taught to care for themselves, by developing a capacity for self-reliance.

In the March issue of *Child Study* we urged that you "let your child begin to shop for himself and develop self-reliance." Making decisions, handling money, shopping on a budget are all invaluable lessons that will foster self-reliance. And we are doing our part by going to great lengths to see that our merchandise is correct, so your child will have a pretty hard time making a style mistake.

The Emotional Conflict

Long about thirteen to fifteen, depending on the child, your daughter has definite, passionate ideas about the clothes she wears. She rebels against "little girl" clothes, and mothers shudder at the grown-up styles she wants to affect. To bridge these difficult years, we have a Jr. Deb Shop which specializes in clothes that mothers approve and daughters love. All it takes is a slight emphasis on her budding figure, a consciousness of fashion interpreted for youth (something as trifling as a tricky belt), to make the child happy. We are doing it with signal success and the age-old, mother-daughter conflict is fading away before the clothes designed for Macy's Jr. Deb Shop.

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All in all, our aim is to reflect on the fourth floor the problems parents are facing and the solution so far as merchandise can help.

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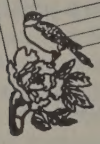

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